

*Chapter 3*

**PROGRESS REPORT**

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*Focus on Learning Self Study, 2000*

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## **WASC Accreditation Report**

### **Introduction**

During the Focus on Learning visit in February 2000, the El Segundo High School Administration, staff, and community realized that we had not correctly followed the WASC process and had not adequately addressed or identified the needs of the students. It was evident that the report as well as the initial action plan submitted did not come close to meeting the WASC requirements. During the visit, the department chairs met to re-write the action plan in an effort to address some of the concerns identified by the Visiting Committee. This second action plan was accepted by the Visiting Committee and added to the existing report. The follow-up needs identified by the Accrediting Commission for Schools were not released to the school site until September 2000. In response to this report in October 2000, the administration and staff discussed how to re-organize the WASC Leadership Team and re-orient the focus. A new leadership chair and team were identified and put in place in November 2000. All stakeholders were identified and brought into the process as Leadership Team members in order to ensure that everyone necessary became part of the Focus on Learning process. At that time, a new action plan and ESLRs, specifically responding to both the recommendations of the Visiting Team and the state mandates, were written by the Leadership Team and reviewed by the staff. The action plan was sent to and approved by Linda Kewin, the chair of the Visiting Team. Following that approval, the staff, parents, and community formally met and adopted both the action plan that was then submitted to the state, and the ESLRs which were sent to the school board for approval.

Between December 2000 and June 2001, significant collaboration among all stakeholders took place with an emphasis on gathering student evidence and data to focus on student outcomes, thereby beginning to address student needs. The process for collaboration involved the Leadership Team, faculty, focus groups, home groups, PTA, Site Council, and school board. A WASC website was created to keep all stakeholders updated on the process as well as organize evidence. To involve a broad cross-section of students, a Principal's Advisory Committee was established to discuss all aspects of the school. In response to a concern identified by the visiting committee, a professor from Loyola Marymount University discussed cultural diversity and its implications for students with the staff. Surveys were developed and disseminated to staff, students, and parents to begin reviewing the curriculum, school facilities and environment, and communication between all stakeholders. A process to involve both the teachers and the students in identifying critical areas of follow-up through analyzing student evidence has been put in place: (1) a cover sheet for collected student evidence to be completed by teachers and (2) a "stamp" to be completed by students on certain pieces of student work. A comprehensive and coherent staff development plan has been incorporated into the specific timeline requested within the Focus on Learning process. After surveying parents, students, and staff, the decision was made to change minimum days to "late-start" days in order to more fully utilize staff development time. A re-evaluation of resources occurred resulting in the understanding that there is not an unlimited budget and that it is

necessary to prioritize and work within both allocated funding by the district and within current personnel constraints. Focus on Learning is a process that is being woven into the fabric of our school.

What follows illustrates both the dawning realization by all stakeholders of what the Focus on Learning process involves as well as our misunderstanding concerning the mandates required by the Focus on Learning process. Each area of improvement from the previous action plan is identified within a box, followed by the specified steps to address this area (Roman numerals). Upon completing this section of the Focus on Learning report, the ESHS Leadership team decided that we needed to begin the entire process over. We wanted to implement meaningful change based on data and evidence in order to improve the achievement of our students, and the only way to accomplish this was to start the WASC process anew. Our new WASC Leadership Chair contacted Dr. Marilyn S. George, Associate Executive Director for the Accrediting Commission For Schools in November 2001, requesting another complete Focus on Learning visit, instead of the required three-year term visit. This request was approved by Dr. George Bronson on November 26, 2001. We started the entire Focus on Learning process over, beginning with collecting data. Our current report represents one and one-half years of work in addressing the major gaps in our previous self-study. The results of our 2002 API scores demonstrate how far we have come within the last year and a half. While our target improvement goal was 2 points, our students achieved an improvement of 20 (766 to 786). Our only non-white statistically reliable sub-group (Hispanic) improved even more: 38 points (676 to 714).

***Task Force 1: The site administration and staff design and implement a comprehensive and coherent staff development plan focused on improving achievement of all students.***

Following the approval of the action plan in January 2001, the Leadership Team pursued and revised the goals for our staff development plan in order to clearly focus on the achievement of all students. The following are key areas in our action plan: School /Community Profile Data, a system to collect and analyze data; a coherent professional development plan; the creation of instructional practice opportunities, and training in the California Standards for the Teaching Profession.

With district support, we created a site specific staff development plan and timeline to support the Focus on Learning process. The WASC leadership team accepted responsibility for the professional development plan. Funding and staffing resources were shifted to the site to specifically address each WASC recommendation, thus pursuing our goal to improve the achievement of all students.

What follows is a summary of each section of the action plan and the accomplishment of the growth targets.

**A comprehensive and coherent professional development plan will create a system that will collect and analyze student evidence supporting needs.**

- A. An organizational chart was developed in April 2001. The chart and areas of responsibility were distributed and communicated to the faculty. (October 2001)
- B. A survey policy was put into place and implemented in March 2001
  - 1. Students complete a survey in May. (Appendix & ESHS WASC Web site)
  - 2. Parents complete a survey in September. (Appendix & ESHS WASC web site)
  - 3. Our initial teacher survey was developed by Task Force 3, Powerful Teaching and Learning. When the team began reviewing the results, it was discovered that the survey was too broad and could not be tabulated. (March 2001)
  - 4. A second teacher survey was developed. Although the survey was more specific and provided some helpful information, it was determined that another revision was necessary to acquire the specific data needed to improve student achievement. (October 2001)

5. Our most recent survey was distributed and completed by the faculty at our late start meeting on December 11, 2001. The surveys are being analyzed and the results are being formulated.
6. Teachers will complete a survey each September during the first in-service. (Appendix & ESHS WASC web site)
7. The information from the parent and student surveys was analyzed and disseminated in October 2001, to the staff, the PTA, the School Board and the Site Council.

C. The original ESLRs and ESHS mission statement were in effect for the February 1999 visit.

1. The mission statement and the ESLRs were revisited and revised by an ESLR committee beginning November 2000.
2. Input on the ESLRs by the staff, parents, and the students was accepted February 2001.
3. Final approval of revised ESLRs was obtained on April 10, 2001.
4. ESHS art students participated in an art contest in May 2001, to design a logo depicting the ESHS ESLRs. The winning logo, designed by Marcela Hernandez, was chosen in June 2001 and colored by art students in September 2001.
5. Teachers received the ESLR logo in October 2001.

D. A process has been put in place to collect student evidence.

1. Student evidence is to be collected routinely by each faculty member, evaluated using the designated cover sheet, and given to the department chair to be placed in the department evidence box for further review. (See Evidence boxes and WASC website)
2. Collected evidence is analyzed in departments, at faculty meetings, and in focus groups in relation to content standards and ESLRs.
3. An addition to the collection process is having students identify the content standard and ESLR by evaluating specific assignments and completing the "ESLR stamp." (See Evidence boxes and WASC website)

**II. A comprehensive and coherent professional development plan will be created by the appointee for shadowing, coaching, observing and mentoring opportunities.**

A. Choosing the appointee to guide staff development:

1. Due to funding constraints, an appointee has not been and will not be designated.
2. The anticipated role of this individual has been assumed by the WASC leadership team.

B. Shadowing, coaching, observing and mentoring opportunities:

1. We have yet to fully implement the shadowing, coaching, and peer review, due to our realization that we need to revisit and refocus our self-study plan to align it to the Focus on Learning mandates.
2. District wide coaching, observing and mentoring opportunities are available through the PAR (September 2001) and BTSA (September 1999) Programs.
3. Plans are in place to have faculty members released to observe, shadow and interview students in March 2002. A schedule is to be determined. (ESHS General Timeline 2001-2002)

**III. A comprehensive and coherent professional development plan will create instructional practice opportunities for teachers. The topics will include SDAIE, "Toward Equity" and Cultural Diversity, Multiple Intelligences, Exceptional Children and Disability Awareness, Reading strategies, GATE and Differentiated Instruction, etc. to support all student in their classrooms.**

A. Instructional practice opportunities:

1. In April 2001, the decision was made to shift SB 1882 funds as a resource for the FOL process.
2. All teachers continue to have the opportunity to receive release time and approval for conferences that address the critical areas of follow-up identified by the California Accrediting Commission.
3. One of the areas of professional development, Cultural Diversity, was addressed by a presentation by Dr. Shane Martin. (March 2001)
4. All Special Education teachers attended and completed a specific reading strategies program, *Language*, which is now incorporated into the resource and Special Day Class curriculum. (Summer 2001)
5. BTSA teachers are given the opportunity to attend workshops provided by our BTSA consortium on specific topics related to the California Teaching Standards several times a year. (BTSA workshop schedule)
6. PAR consulting teachers were chosen and received training at workshops during the summer and fall of 2001

**IV. A CFASST trainer will familiarize the staff with the California Standards for the Teaching Profession, relating this training to aligned curriculum materials and classroom practices.**

A. Beginning teachers serviced in BTSA are using the California Standards for the Teaching Profession (CSTP) in their planning, applying, reflecting, and assessing of their teaching practices. (September 1999)

B. PAR Panel members were in-serviced on the CSTPs by James Waedekin, CFASST trainer (Spring 2001). James Waedekin, our CFASST trainer is no longer with the district; however three BTSA providers remain on staff.

C. Staff members who are not part of the PAR panel, BTSA, or are not consulting teachers, have not yet been trained in the CSTPs.

D. New staff members are required to turn in standards based lesson plans weekly to the administration.

E. Teachers collect evidence and identify standards monthly.

***Task Force 2: The staff will develop and implement strategies and activities interdepartmentally that will ensure the accomplishment of the ESLRs.***

**I. Teachers will be surveyed to identify existing alternative learning practices targeting interdisciplinary projects, applied knowledge projects, and career visitations/speakers/activities.**

A. It was determined that if teachers are implementing powerful teaching and learning strategies by utilizing a variety of teaching techniques, cross-curricular strategies, and partnerships with other teachers, students will accomplish the ESLRs. In an effort to address this premise, our task force planned to survey the staff regarding their practices, generally, and professional development, particularly.

1. On February 2, 2001, Task Force 2 met (members who attended included staff, community, and students). During this meeting, our task was defined by the revised Action Plan. A timeline was created to accomplish our task, and the creation of a survey was assigned to two members of the group; one addressed teaching strategies as a whole, and one addressed career development strategies incorporated by teachers into their course outlines. Members recommended questions to be included in the survey.
2. The surveys were reviewed at another task force meeting, March 2, 2001, and two additional questions were included. (Sample of survey is available in archives of WASC leadership team in Task Force 2 file.)
3. The task force presented its goals and the purpose for the survey at a staff meeting, March 6, 2001. Surveys were distributed to the staff to complete and return.
4. As a result of these surveys, a change was made in the format of our school-wide career day, March 14, 2001. Instead of having an open forum in the gym with career representatives from around the area randomly meeting with a few students who stop to chat, we decided to provide two speakers in each classroom during periods 3 and 4. In so doing, students would have the opportunity to hear from four different people representing four different careers. It was felt that students would receive more specific information in a structured environment.
5. As a result of these surveys, a number of creative teaching strategies were identified and listed. (Survey results are available in archives of leadership team.) These results were then distributed to the department chairs to share within their departments April 27, 2001. These findings were discussed within the departments in an effort to share creative teaching ideas and strategies. (Samples of student work are available in the archives of department evidence.)

6. Once again the task force met, June 2001, with its community and student members to share the findings, assess progress, and provide closure for the school year regarding our task.

B. Another result of the survey was the reorganization of the counseling program to establish three key areas of focus: “at risk”, career, and college.

1. The counselors presented this configuration to the staff at a staff meeting September 2001.
2. Each counselor will continue to be responsible for her portion of the student body and workload; however, each counselor will also specialize in a key area of student need. (Presentation is available in archives of counseling evidence.)
3. Students are not being tracked by category; however, counselors are focusing on developing plans to address these areas of need.

C. In conclusion, we have made progress on accomplishing this step of the action plan.

1. We have completed the survey, summarized the results, made decisions, and implemented changes due to the results of the survey.
2. We do not have a specific electronic portfolio system in place to collect and store student evidence, due to lack of funding; however, we are doing the necessary collection through more conventional methods.

## **II. The staff development plan will investigate and prioritize the need for teacher in-services on alternative learning strategies, projects, applied knowledge and cross-curricular activities in all content areas.**

A. The next logical step to follow the survey on teaching strategies was to design a staff development plan. This plan would provide teachers with the opportunity to learn from experts and from each other.

1. Last Spring, March 13, 2001, Dr. Shane Martin from Loyola Marymount University spoke to our staff on a minimum day during an afternoon forum. His presentation was on diversity and sensitivity issues.
2. Most recently, December 11, 2001, the WASC Leadership Team addressed the staff, outlining our status within the Focus on Learning process and to inspire the staff to evaluate their roles as educators and the purpose of our institution. Jim Garza, Associate Principal, introduced the event with his own personal commitment to the process. Each member of the team presented a portion of the presentation with conviction. English teacher Doug Cost presented the process he will be using to familiarize his students with the ESLRs and teach them to evaluate their own work in terms of the ESLRs. Dr. Hart, Principal, concluded with a challenge to the staff to create a school where there are high expectations for all students and high energy and determination to accomplish them.

B. According to the current staff development timeline, after the shadowing of students by teachers and after the analysis of student evidence during department (home group) meetings and focus group meetings, powerful teaching and learning strategies will be specifically addressed.

**III. Provide opportunities for staff to meet interdepartmentally to share, plan, and implement alternative and differentiated learning strategies and activities. Utilize department and WASC task force meetings to analyze collected student evidence.**

A. Task force groups discussed collected student evidence on June 6, 2001.

B. Opportunities have been provided wherein departments/home groups shared and planned differentiated learning strategies.

1. Student evidence was evaluated at monthly department meetings January- March 2001, April 2001, during minimum day, and also at every monthly department meeting September-December 2001.
2. All student evidence is archived by each department with department chairs.
3. Each teacher contributes two lessons with student work samples to their department head per month.
4. Some departments are collecting and analyzing work and others are still in the collection stage.
5. The staff has discussed how to provide opportunities for cross department meetings allowing interdepartmental planning.

C. Department and task force minutes are taken and distributed to the WASC Leadership Team leader, who then writes a summary and distributes this to the staff and to the other stakeholders via the WASC website.

D. The idea of a school wide showcase day has been discussed, but was not embraced by the staff due to the limited resource of time and the lack of a chairperson.

**IV. Counseling Department will familiarize the staff with the work and organization of the Counseling Department as it relates to career and college pathways and students at risk.**

A. At the October 2001 faculty meeting the Counselors presented the organizational plan as it is now implemented.

1. Counselors are designated as “College,” “Career” or “At-Risk” to address programs and questions in relation to each area in order to align with the ESLRS.
2. The Counseling Department has developed and printed a specific profile to distribute to students, parents, staff and the community. This

profile highlights and explains the Comprehensive Guidance Program and each of the specific programs available within the areas of “college” “career” and “at-risk.”

B. In October 2001, the Counseling Department collected and reviewed the counseling data and organized it by the areas of focus. They are still discussing how best to organize this evidence, as it is not typical student work samples.

C. In December 2001 the Counseling Department began the development of a website to inform and distribute information to students, parents, staff and the community.

**V. Maintain an up-to-date Career Center to assist students in accessing career information that includes a school to career component in each academic area.**

A. Although the space designated for the Career Center is mobile due to the renovation of the high school, the Counseling Department continues to provide timely career information to students, faculty and parents.

B. The Counseling Department has developed career, infused curriculum/lesson plans in each academic area to address the school-to-career goal. Materials will be distributed through department heads.

C. Student surveys were distributed October 2001 to all seniors and analyzed to assist each student in meeting her post-secondary goals. Based on the results of the survey the following protocol has been established:

1. Counselors then support and schedule students into appropriate courses, after school programs and vocational training opportunities.
2. Counselors annually give classroom presentations in careers and post-secondary goals to each grade level 9-12 during program scheduling.
3. Counselors visit all Career Exploration classes to provide information on careers and college requirements.
4. Counselors prepare students for the Career Day events. During all Social Studies courses, they address the spectrum of careers, emphasizing the importance of identifying careers that match the student's individual interests, skills, abilities, and work values. Counselors also emphasize the value of education and preparation for employment.
5. Counselors introduce students to “Eureka” (California career informational system). Each student produces career projects from his/her career inventory survey and analyzes career database.

**VI. Speakers representing different careers will present career options to all students in every discipline throughout the year within classes and during lunchtime colloquiums.**

A. Career Day provides students with the opportunity to hear a variety of speakers from the community and outside industries which gives them the opportunity to further analyze career information. (March, annually).

B. Speakers representing industry, the military, and representing various technical schools are invited by all departments to discuss career/employment opportunities to all students attending these courses. (semi-annually).

C. When available, technical school and military representatives are available at lunch to all interested students.

***Task Force 3: The site administration and staff provide alternative learning opportunities in order to engage all students in a rigorous and relevant academic experience.***

**I. Establish a committee that includes core curriculum specialists, department representatives, and an educational advisor to devise a plan by which all stakeholders continuously examine student work in order to refine and modify the curriculum and staff development plan to meet all student needs.**

A. The membership of this committee has been reorganized due to a change in district administration and economics.

1. The WASC Leadership Team, department chairs, and staff have the responsibility for developing a plan to modify the curriculum and improve staff development. This is being done continuously within the Focus on Learning process.
2. Student evidence has been collected and reviewed by departments since January, 2001. Evidence is kept by each department chair. A complete record of department meeting agendas and minutes is on file. (Refer to WASC Timeline 2000-2001 in the appendix)

B. During school year 2000-2001, a pilot remediation program in math was instituted to offer evening tutoring for students who met the following criteria: scored below 35% on the STAR, received a score of 65% or lower in a math course, and teacher recommendation.

1. Two classes were offered three nights a week and were initially well-attended, but enrollment dropped by approximately 50% as the year progressed.
2. Because these classes were completely voluntary and offered outside of the school day, few students took advantage of the opportunity.
3. The math department surveyed three populations: students in the program, teachers teaching the class, and all other math teachers. The results indicated that the evening tutorials were not effective except for homework help for a few students.
4. The second voluntary tutorial was instituted in the fall of 2001, offered on Mondays at 7:00 A.M. for students who had failed the CAHSEE in math as well as for *any* student enrolled in pre-algebra, algebra 1, geometry, and algebra 2 who requests help.
  - a. This free tutorial was advertised extensively through student information packages and math classes.
  - b. Although the program is continuing, only a few students attend regularly and positive results are confined to a few individual students.

c. We will continue to evaluate data on the effectiveness of this program.

5. Further, in 2001-2002 three new math remediation courses for students who fail the CAHSEE in math were offered during the school day as a response to the limited success of the voluntary tutorial program.
- a. All standards-based computer curriculum, *Accelerated Math*, was purchased, and the high school PTA fully funded the purchase of the laser printers required for its implementation.
  - b. This class is taken concurrently with either pre-algebra or algebra 1.
  - c. Students earn elective credits which apply toward graduation.
  - d. We will continue to evaluate data and make changes as needed.

C. A new AP Statistics class was added in the fall of 2001 that was designed to meet the needs of a broader range of students than those who would pursue AP Calculus.

D. The English department has instituted a remedial program.

1. The initial course was offered during period seven daily during the spring semester of 2001. Attendance was mandatory and no credit was given.
2. Students were selected if they met two of the three criteria: below 35% on STAR, D or below in an English class, and writing assessment.
3. This class stressed basic reading and writing skills.
4. In the fall of 2001 this class evolved into a new language intervention course, mandatory for all students who failed the English portion of the CAHSEE and for ninth graders with low STAR grades, a failing grade in eighth-grade English, and/or teacher recommendation.
5. This course replaces the grade level English course and receives English credit toward high school graduation, but not for college eligibility.
6. The curriculum program, *Language*, is a state-adopted, standards-based course. The teacher along with three special education teachers received instruction through L.A. County Office of Education.
7. Currently two sections are offered during the school day for regular education students and three sections are offered to special education students. ELD students also work in the *Language* program.
8. A recommendation was expressed at the WASC Task Force Meeting of 6/06/01 that remedial classes be offered during the day. Based on portfolio review and students grades, this program seems to be effective for the majority of students enrolled.

E. A new Aerospace program that meets the physical science requirement was added in spring 2001 due to community interest.

1. Several aerospace companies and the L.A. Air Force Base are located in El Segundo, employing many families in our community.
2. The program consists of two one-semester courses, Aerospace and Meteorology, and is directed at, but not limited to, less-academically-motivated students, including those enrolled in special education, who might go directly from high school to a career.
3. Meteorology, is in the process of being added to the curriculum in spring, 2002.

F. Some electives have been revised since spring 2001 to meet UC 'a through g' requirements: art, band, choral music, photography and drama. The courses have been rewritten to align to the current state standards and the ESHS ESLRs, and are awaiting approval.

G. Auto shop was closed in fall, 2001 as an ESHS course.

1. Students interested in auto mechanics may take the desired courses through the SCROC program, which has the latest equipment and is supported by the Nissan Motors Corp.
2. Students transition directly from SCROC program to jobs with Nissan and other companies.

H. ESHS received a grant in fall 2001 to implement a Workability Program for special education students.

I. All curricula have been revised to incorporate ESLRs and to conform to the state standards.

1. ESLRs were revised in November 2000; approved by the staff in February 2001; and approved by the Board of Education in April 2001.
2. On November 20, 2001 the entire staff met by department to align the ESHS curriculum to the California State Standards and to the ESHS ESLRs.
3. The process is nearly complete. The revised course outlines will be sent to the School Board for approval and then posted on the ESHS web site for all stakeholders to view.

J. The WASC Leadership Committee developed a comprehensive staff development plan which is included in the "Focus on Learning Specific Timeline."

**II. This committee will develop a plan for all stakeholders to review, discuss and evaluate content curriculum and the availability of curricular paths based on student evidence.**

A. Upon further review it has been decided that a new committee does not need to be formed.

1. Curricula plans have been made through the WASC Leadership team, departments, focus groups and the part-time district curricula specialist hired in September, 2001.
2. Department chairs meet with administration monthly to review, discuss, and evaluate content curriculum and curricular paths based on student evidence.
3. Department chairs meet with their departments monthly.
4. Departments began collecting evidence in January 2001, but have not yet systematically analyzed that evidence as a group.

B. Individual teachers collect and analyze assessment pieces and corresponding rubrics.

1. The math and English departments use rubrics that they developed in 2000.

C. Teachers have begun to collect evidence to show that students understand the ESLRs.

D. Students continue to utilize the SCROC, work experience, and internship programs.

1. Tim Harrison, the Activities Director, oversees the SCROC and work experience programs.
2. Tim Harrison also oversees the internship programs at Aerospace, Boeing, Hyperion, Mattel, and Northrop Gruman.

**III. The curricula committee will create a process by which recommendations for curriculum modifications, based on evaluation of student evidence will be made to the site administration and incorporated into the curricular pathways.**

A. We are still in the beginning stages of analyzing student evidence. Once a thorough discussion and analysis occurs of student evidence, curriculum modifications will be made through the WASC Leadership Team, departments, focus groups, and the district curricula specialist.

**IV. Administration and Alumni Association will distribute and collect data relative to graduates and their post-secondary degrees and career paths.**

A. Educational Advisors survey all senior students asking them to identify their post high school plans and which colleges and universities they have been accepted and where they plan to attend. This data was then shared with the Leadership team in September 2001 and the staff in October 2001.

B. The contact for the alumni association is Mr. Duane Conover  
Conover and Grebe  
1500 Crenshaw Blvd., #200  
Torrance, CA 90501

***Task Force 4: The site administration, staff and students develop and implement strategies to increase appreciation of cultural diversity and individual difference and to increase the diversity of student enrollment in advanced academic course work.***

The Vision, Leadership and Culture Task Force (Task Force 4) is composed of faculty representatives from each department, a classified staff member, a community member, a parent member, and two student members. The purpose of task force 4 is to discuss, develop, and implement goals; the members represent their individual home groups within the task force, and represent their task force within their respective home groups.

**I. The staff development plan will include cultural sensitivity issues.**

A. ESLRs were discussed and rewritten in Leadership Team meetings. Subsequently, they were presented to the entire staff at a faculty meeting on March 20, 2001.

1. During the ensuing discussion, some faculty members objected to some of the wording and suggested an alternative phrase.
2. The staff voted to change the sentence from “embrace and accept racial, cultural and ideological diversity” to “acknowledge and respect racial, cultural and ideological diversity.”

B. In presenting our proposed action plan to Linda Kewin, chair of our visiting committee, we discovered that we had misinterpreted cultural diversity as defined by the visiting committee.

1. This meant that we needed to revise portions of our action plan.
2. This information was shared with the task force members during the Task Force meeting of February 2, 2001. Some members recommended that we contact Dr. Shane Martin, an expert in the field of organizational culture and a professor at Loyola Marymount University, to work with the staff about school culture as it relates to El Segundo High School.

C. On March 13, 2001 Dr. Martin gave a presentation on the definition of school culture and facilitated the beginning of a discussion of the issues facing El Segundo High School.

1. At the conclusion of Dr. Martin’s presentation on cultural sensitivity, the staff was surveyed to determine the reaction to the issues raised and the strategies currently used in the classroom to help students appreciate and respect cultural diversity.

2. Task force members were to utilize the results of this survey to determine strengths and weaknesses, and to discuss potential action items. (See minutes of Task Force 4 meeting of 6/6/01)

D. Teachers were surveyed within their home groups to determine strategies currently being utilized to help students demonstrate a respect for and cultivate an understanding of the diversity of the world around them. (ESLR #4).

1. It was apparent that teachers are utilizing a number of different strategies to accomplish this.
2. This is an ongoing goal and will consistently be revisited and discussed.

## **II. The staff development plan will investigate and prioritize the need for teacher in-service to utilize and improve lesson plans to meet individual student needs.**

A. Teachers have had the opportunity to attend conferences as well as work with their colleagues during department meetings to address designing lesson plans that meet individual student needs.

## **III. The site administration and staff will monitor and evaluate data concerning enrollment in honors and AP classes in order to determine the representation of culturally diverse students in these courses.**

A. The task force members collected data about enrollment in honors and AP courses and disaggregated the data by ethnicity and gender. (See attachment entitled "Diversity Study Overview). The results of this study were discussed at the task force meeting of June 6, 2001. Several conclusions were drawn from the data presented.

1. Honors and AP classes are 36 % non-white.
2. 27% of all non-white students are enrolled in at least one advanced class.
3. 29% of all white students are enrolled in at least one advanced class.
4. Therefore, students of diverse ethnicity are well represented in honors and AP classes
5. However, African-American students are underrepresented in these classes. African-American students are enrolled in 5 of 13 advanced classes.
6. White males are underrepresented in advanced English classes. (65% female, 35% male)
7. Women have a high representation in all advanced classes.

## **IV. Strategies will be developed to maintain and increase representation of culturally diverse students in advanced and AP courses.**

A. This issue has been discussed in staff and task force meetings.

1. Suggestions have been made to accomplish this, such as evaluating individual students and possibly using some form of test to accurately place students in these classes. (See minutes of June 6, 2001).
2. Because our task force groups have been reorganized to adhere to the current Focus on Learning process, this particular step will be addressed following the development of a new community profile.

**V. High School Mission Statement and ESLRs will be school board approved and communicated to the community.**

- A. The High School Mission Statement and revised ESLRs were presented to the School Board and were approved on April 10, 2001.
- B. Both the mission statement and the ESLRs are published on the high school website.
- C. During the staff meeting of December 11, 2001, English teacher Doug Cost modeled the use of ESLRs with students in the classroom for the staff.
- D. The process is ongoing.
1. As the process evolves, the mission statement, ESLRs and goals will be revisited and discussed in both home and focus groups.
  2. We have begun a discussion of organizational culture of the school and plan to continue the discussion on a regular basis.
  3. Our diversity study data indicate that we need to increase the number of males in advanced English classes and the number of African-Americans in all advanced classes.

***Task Force 5: The site administration and staff develop and implement a process for continued staff examination of student performance on school-based, state and national assessments to make decisions about adjustments in curricular focus and instructional practice.***

In the previous action-plan, the staff and administration, students, parents and community members planned and implemented the following actions in order to implement the goals of the task force:

**I. Create and implement a system approved by staff to develop a comprehensive and coherent staff development plan.**

- A. This goal was partially fulfilled and continues to be addressed.
1. The coherent staff development plan was approved by the staff and implemented in November 7, 2001.
  2. The plan stipulated that staff development goals center around (1) the WASC mandates, (2) state standards, (3) ESLRs.

3. The staff was surveyed to assess their technology needs, and the technology coordinator provided two technology in-services. The in-service on November 19 gave the staff a choice of nine classes for technology training.
4. The staff development plan is evolving as the Focus on Learning process becomes clearer, and has been incorporated into the specific WASC timeline for 2001-2002.
5. A comprehensive staff development plan will emerge following the identified critical academic areas.

B. A district technology plan is being re-developed, and the high school technology plan will follow the implementation of the district plan.

**II. A comprehensive and coherent professional development plan will be created by an appointee for shadowing, coaching, observing and mentoring opportunities.**

A. While the appointee was chosen from among the staff, the position remained voluntary due to lack of funds.

1. The appointee and the CFASST trainer became the same position and the trainer became involved in teacher mentoring through the Beginning Teacher Support and Assessment (BTSA)
2. This individual left the district in June, 2001, and the responsibility for this position has shifted to the WASC Leadership Team.

B. The Leadership Team is the guiding force for staff development. Teacher shadowing, coaching and observation will be instituted in spring 2002.

**III. A CFASST trainer will familiarize the staff with the California Standards for the Teaching Profession relating this training to aligned curriculum materials and classroom practices.**

A. The CFASST trainer coordinated and trained the Peer Assistance and Review (PAR) Panel in June 2001.

**IV. A comprehensive and coherent professional development plan will create instructional practice opportunities for teachers including SDAIE, "Toward Equity" and Cultural Diversity, Multiple Intelligences, Exceptional Children and Disability Awareness, Reading Strategies, Gate and Differentiated Instruction, etc. to support all students in their classrooms.**

A. Meaningful training took place to implement this action plan.

1. On March 13, 2001 the staff received training in and information about exceptional children and disability awareness.
2. Approximately five teachers were trained in SDAIE in the 1999-2000 academic year.

3. Training in differentiated instruction was offered to all teachers in May 2001, and several teachers took advantage of this opportunity offered by the El Segundo Unified School District.
4. In December 2001, three English teachers attended a workshop by Roger Taylor dealing with teaching gifted students.

**V. A clear and comprehensive professional development plan will create a system that will collect and analyze student evidence supporting needs.**

- A. The analysis of student performance indicators was explored.
  1. In summer 2001, STAR and SAT 9 scores, proficiency exams, classroom assessments, and student grades were used to determine placement in English and math classes.
  2. At-risk students were recommended for remedial instruction programs.
- B. Student performance in STAR and SAT 9 was disaggregated and analyzed by the staff in October 2001. The math department's dip in test scores was within standard deviation; nonetheless, the math department implemented a plan to address its concerns.
- C. During an October 2001 staff meeting, the student and parent surveys were presented and discussed. Recommendations to improve teacher responsiveness to issues such as assessment coordination, student assessment strategies, teacher and counselor response to parents' and students' concerns were made.
- D. A comprehensive and coherent professional development plan that will collect and analyze student evidence continues to be developed by the WASC Leadership Team.
- E. The Assistant Superintendent created notebooks with the following data: API, STAR, Golden State, AP, and SAT scores. This data will be used to develop the Community/School Profile

**Task Force 5: The site administration and staff establish and implement a comprehensive technology plan that includes professional development, technical support services, curriculum integration and sustainability.**

In the previous action-plan, the staff and administration, students, parents and community members planned and implemented the following actions in order to implement the goals of the task force:

**I. Create and implement a process within the high school technology plan to clarify for all staff the financial resources available and how they are distributed at the site to address accountability of school-wide needs.**

A. Communicating the budget to all stakeholders:

1. The high school WASC web site has published budgetary information from the district.
2. The high school has requested that the district send over reliable budgetary data on an ongoing basis in order to publish the information on the web.
3. In order to automate the process of collecting data, the school site council recommended the acquisition of a knowledge management system. This recommendation was made in April, 2001.

**II. Develop a process which involves staff, students, and community members for ongoing program assessment and school improvement.**

A. In December 2001, the District Technology Steering Committee recommended the acquisition of *Power School*, a web-based communications system that will offer information for ongoing program assessment.

1. *Power School* will allow the stakeholders to contribute and access information via the Internet.

**III. Analyze and draw conclusions from student evidence reported by Electronic Portfolio System, Accelerated Math & Accelerated Reading, QSP (which includes STAR results & math and English site assessments) to support student progress in addressing the California State Standards and the ESLRs.**

A. Based on a request by the staff, the school site council recommended the acquisition of Xerox DocuShare to implement the electronic portfolio system.

1. The District and Board did not approve its acquisition.
2. However, the district is in the process of acquiring *Power School* which will provide an online communications system that will provide students, parents, staff, and administration access to relevant student data but not student portfolios.

3. All teachers who teach mathematics completed training in the Accelerated Math Program in May 2001.
4. The electronic portfolio system was not board approved for acquisition.

B. STAR data and Math Exit Exam data have been input into QSP. This data will be accessed by the part-time district curriculum specialist, and used by the Leadership team for the Community/School Profile in January 2002.

#### **IV. Develop and implement a wider range of assessment strategies throughout departments.**

A. The assessment strategies continue to be augmented with technology-based strategies such as online discussion groups, web-based lessons, and Internet research.

B. Student evidence is available for view at <http://forum.bitcrank.com>

#### **V. Monitor the system that evaluates student progress toward ESLR achievement.**

A. Electronic monitoring of the school's ESLRs achievement will be made possible when the district secures the web-based *Power School* information system.

B. This system was approved by the District Technology Steering Committee in December, 2001, was approved by the School Board on December 10, 2002 and is being implemented in 2002-2003.

#### **VI. Develop a comprehensive technology plan that includes professional development, technical support services, curricular integration, and sustainability.**

A. The high school technology committee is awaiting the finalization of the district technology plan.

1. Once the district finalizes the overall plan, the high school will develop its plan to align with the district's.
2. In the interim, staff, student, and parent surveys regarding technology have been collected and analyzed.
3. This data will be used to align with the district plan, which should be available by winter 2002.

**VII. Expand the current duties of the technology committee to include a formal process which provides staff with an opportunity to regularly examine school-wide assessment data, analyze the results, and make appropriate adjustments in the instructional program.**

A. The technology coordinator has examined school-wide assessment data and survey information. The technology committee will continue to do so.

1. Analysis of the surveys can be found at <http://www.elsegundousd.com/eshs/wasc/index.htm>.
2. School-wide assessment of data will be made possible with the acquisition of *Power School* in spring 2002.

**VIII. Provide community members the opportunity to voice comments, questions and concerns in relation to student evidence.**

A. Currently community members may email comments, questions and concerns to the technology coordinator.

B. A system to collect such input in a web-based site is being investigated and should be determined by spring 2002.

**IX. Re-evaluate ESLRs in relation to state and national content standards.**

A. With the acquisition of *Power School*, such capabilities will be investigated in the fall of 2003.

**Conclusion**

The above analysis of each section of the action plan in terms of growth targets, student accomplishment of the ESLRs, and follow-up of critical areas identified by the State Accrediting Commission is only the beginning of our journey. In November 2001, the staff made the decision to participate in a complete Focus on Learning self-study to improve student outcomes, and on November 26, 2001 Dr. Donald G. Haught gave us permission to proceed. Each year we will create a specific timeline, disseminate surveys, collect and analyze profile data, identify critical academic areas, reevaluate ESLRs, meet to collaboratively discuss and analyze evidence, and continue to shadow and mentor both students and teachers in order to ensure that Focus on Learning remains an integral part of our school. The continued success of all our students is our school's mission.

WASC 2000-2001 TIMELINE

DATE	EVENT
July 10, 2000	3 Year Accreditation Sent
September, 2000	School Goal: Respond Actively
November 1, 2000	New Leadership Team Chair
November 16/20, 2000	New Leadership Team Set Year Plan
December 18, 2000	Designation of Focus Chairs
January 3, 2001	LT finalize Year Activities
January 5, 2001	Focus and Home Analysis & Surveys
January 5, 2001	Budget Info Posted to Website WASC Info previously posted
January 10, 2001	Leadership Team Action Draft
January 16, 2001	Parent/Community Outreach
January 19, 2001	Action Plan Draft 2 Revision
January 29, 2001	Action Plan Draft 3 Sent to Chair
February 2, 2001	ESLRs Focus Group w/students & parents Approve Action Plan & Strategize
January-March 2001	Home groups student work collection & analysis
January-April 2001 1/26, 2/16, 3/16, 4/6	Principal's Advisory Student Advisory
November 2000-April 2001 11/21, 1/5, 2/20, 3/20, 4/10	WASC issues discussed at faculty meetings
February 21, 2001	WASC LT organizes year-end activities
March 13, 2001	Presentation by Shane Martin (Loyola Marymount University) on school culture
March 13, 2001	Special Ed/504 compliance
March 14, 2001	Career Faire/Chamber Choral Concert
March 20, 2001	Faculty Meeting Achievement/Competitive Culture
March 21, 2001	SITE Council
April 10, 2001	School Board approves Mission & ESLRs
April 10, 2001	Minimum Day WASC
April 30, 2001	LT Planning 01-02

May 22, 2001	Faculty input for 6/6
June 6, 2001	Minimum Day WASC Stakeholders ESLRs, Students
September 11, 2001	Home Groups
September 18, 2001	WASC LT Data selection & analysis
September 25, 2001	Faculty Community re WASC
October 9, 2001	Minimum Day WASC
October 22, 2001	Department Chairs on Evidence Collection & Analysis
October 23, 2001	Home groups collection & analysis
November 6, 2001	\$25 m HS bond 75.4%
November 13, 2001	Minimum Day work/data analysis home & focus
November 16, 2001	Four LT members to WASC training
November 19, 2001	Staff in-service day Technology
November 20, 2001	Staff in-service day ESLRs/Standards on student work
November 26, 2001	Approval from WASC for 6 year effort
November 29, 2001	LT planning for balance of year
December 6, 2001	LT self-study process develop
December 10, 2001	LT prepare for 12/11
December 11, 2001	FOL Late-start minimum day
December 19, 2001	LT respond to January 2001 Action Plan